

WILLISTON 29 SCHOOL DISTRICT

12255 Main Street
Williston, SC 29853

GRADES PK-12

ENROLLMENT 951 Students

SUPERINTENDENT Alexia C. Clamp 803-266-7878

BOARD CHAIR Jason W. Stapleton 803-266-3285

FISCAL AUTHORITY District Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Districts with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

0

9

9

1

0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Average	No

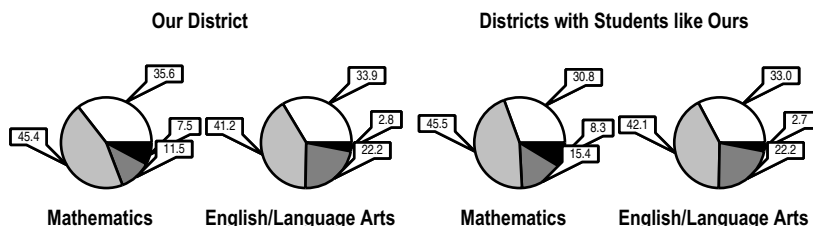
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	88.0	N/A	N/A	74.2	N/A	N/A
Passed 1 subtest	9.3	N/A	N/A	13.6	N/A	N/A
Passed no subtests	2.7	N/A	N/A	12.2	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	14.8	13.6
Seniors who met the SAT/ACT requirement	14.8	13.7
Seniors who met the grade point average	44.4	45.8

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	492	100.0	33.9	41.2	22.2	2.8	24.9
Gender							
Male	269	100.0	40.6	40.2	18.0	1.2	19.1
Female	223	100.0	25.8	42.3	27.2	4.7	31.9
Racial/Ethnic Group							
White	218	100.0	19.4	42.7	32.0	5.8	37.9
African-American	272	100.0	45.6	39.5	14.6	0.4	14.9
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	368	100.0	21.9	45.5	28.8	3.7	32.6
Disabled	124	100.0	68.0	28.7	3.3	0.0	3.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	492	100.0	33.9	41.2	22.2	2.8	24.9
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	492	100.0	33.9	41.2	22.2	2.8	24.9
Socio-Economic Status							
Subsidized meals	342	100.0	42.1	42.7	15.2	0.0	15.2
Full-pay meals	148	100.0	14.9	37.6	38.3	9.2	47.5
Mathematics							
All Students	492	100.0	35.6	45.4	11.5	7.5	19.0
Gender							
Male	269	100.0	37.5	41.4	13.7	7.4	21.1
Female	223	100.0	33.3	50.2	8.9	7.5	16.4
Racial/Ethnic Group							
White	218	100.0	23.8	46.6	16.0	13.6	29.6
African-American	272	100.0	44.8	44.4	8.0	2.7	10.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	368	100.0	24.5	51.0	14.7	9.8	24.5
Disabled	124	100.0	67.2	29.5	2.5	0.8	3.3
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	492	100.0	35.6	45.4	11.5	7.5	19.0
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	492	100.0	35.6	45.4	11.5	7.5	19.0
Socio-Economic Status							
Subsidized meals	342	100.0	45.1	44.5	7.6	2.7	10.4
Full-pay meals	148	100.0	13.5	47.5	20.6	18.4	39.0

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	73	100.0	22.5	46.5	31.0	N/A	31.0
	Grade 4	92	100.0	35.2	46.6	18.2	N/A	18.2
	Grade 5	90	100.0	40.0	48.2	11.8	N/A	11.8
	Grade 6	77	100.0	30.6	44.4	23.6	1.4	25.0
	Grade 7	77	100.0	30.4	49.3	20.3	N/A	20.3
	Grade 8	72	100.0	26.5	55.9	17.6	N/A	17.6
2004	Grade 3	76	100.0	32.9	34.2	28.9	3.9	32.9
	Grade 4	75	100.0	30.7	45.3	24.0	N/A	24.0
	Grade 5	99	100.0	35.7	43.9	17.3	3.1	20.4
	Grade 6	89	100.0	45.5	33.0	19.3	2.3	21.6
	Grade 7	77	100.0	31.2	36.4	26.0	6.5	32.5
	Grade 8	76	100.0	25.0	56.6	15.8	2.6	18.4
Mathematics								
2003	Grade 3	73	100.0	21.1	62.0	14.1	2.8	16.9
	Grade 4	92	100.0	35.2	45.5	14.8	4.5	19.3
	Grade 5	90	100.0	35.3	55.3	8.2	1.2	9.4
	Grade 6	77	100.0	18.1	44.4	22.2	15.3	37.5
	Grade 7	77	98.7	30.9	51.5	10.3	7.4	17.6
	Grade 8	72	100.0	29.4	51.5	11.8	7.4	19.1
2004	Grade 3	76	100.0	40.8	52.6	5.3	1.3	6.6
	Grade 4	75	100.0	26.7	44.0	16.0	13.3	29.3
	Grade 5	99	100.0	39.8	41.8	12.2	6.1	18.4
	Grade 6	89	100.0	43.2	39.8	12.5	4.5	17.0
	Grade 7	77	100.0	24.7	41.6	18.2	15.6	33.8
	Grade 8	76	100.0	39.5	50.0	5.3	5.3	10.5

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	76	98.7	8.3	23.6	43.1	25.0	68.1
Gender							
Male	32	96.9	6.5	29.0	41.9	22.6	64.5
Female	44	100.0	9.8	19.5	43.9	26.8	70.7
Racial/Ethnic Group							
White	42	97.6	2.5	15.0	45.0	37.5	82.5
African-American	34	100.0	15.6	34.4	40.6	9.4	50.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	59	98.3	3.6	14.5	49.1	32.7	81.8
Disabled	17	100.0	23.5	52.9	23.5	N/A	23.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	76	98.7	8.3	23.6	31.9	25.0	68.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	76	98.7	8.3	23.6	43.1	25.0	68.1
Socio-Economic Status							
Subsidized meals	42	100.0	11.9	33.3	45.2	9.5	54.8
Full-pay meals	32	96.9	3.3	10.0	40.0	46.7	86.7

Mathematics							
All Students	76	98.7	6.9	36.1	31.9	25.0	56.9
Gender							
Male	32	96.9	9.7	29.0	25.8	35.5	61.3
Female	44	100.0	4.9	41.5	36.6	17.1	53.7
Racial/Ethnic Group							
White	42	97.6	5.0	20.0	37.5	37.5	75.0
African-American	34	100.0	9.4	56.3	25.0	9.4	34.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	59	98.3	N/A	30.9	38.2	30.9	69.1
Disabled	17	100.0	29.4	52.9	11.8	5.9	17.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	76	98.7	6.9	36.1	31.9	25.0	56.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	76	98.7	6.9	36.1	31.9	25.0	56.9
Socio-Economic Status							
Subsidized meals	42	100.0	9.5	50.0	26.2	14.3	40.5
Full-pay meals	32	96.9	3.3	16.7	40.0	40.0	80.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	70	97.1%	54	14.8%	64	81.3%	N/A
Gender							
Male	33	97.0%	27	7.4%	33	75.8%	
Female	37	97.3%	27	22.2%	31	87.1%	
Racial/Ethnic Group							
White	40	100.0%	28	21.4%	31	87.1%	
African American	30	93.3%	26	7.7%	33	75.8%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	62	96.8%	49	16.3%	56	85.7%	
Disabilities other than speech	8	100.0%	5	0.0%	8	50.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	70	97.1%	54	14.8%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	70	97.1%	54	14.8%	64	81.3%	
Socio-Economic Status							
Subsidized meals	30	96.7%	23	4.3%	31	71.0%	
Full-pay meals	40	97.5%	31	22.6%	33	90.9%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	97.1%	94.3%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	64	363
Number of Diplomas	52	275
Rate	81.3%	76.8%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	474	484	477	497	951	981
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	17.0	17.5	18.4	18.6	19.0	18.6	17.5	19.1	18.1	18.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 951)				
First graders who attended full-day kindergarten	100.0%	N/C	98.3%	97.2%
Retention rate	4.1%	Up from 0.2%	5.4%	5.3%
Attendance rate	96.2%	Up from 93.4%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%		5.8%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%		5.2%	5.1%
Eligible for gifted and talented	13.6%	Down from 15.3%	10.0%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.0%	Up from 13.9%	10.8%	10.9%
Older than usual for grade	6.0%	Down from 6.4%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Down from 4.1%	0.9%	1.1%
Enrolled in AP/IB programs	13.4%	Up from 12.9%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	26	Down from 57	63	157
Completions in adult education GED or diploma programs	7	Down from 10	14	39
Annual dropout rate	0.0%	Down from 1.8%	2.7%	2.9%
Teachers (n= 68)				
Teachers with advanced degrees	26.5%	Up from 26.1%	50.0%	50.0%
Continuing contract teachers	86.8%	Up from 76.8%	86.7%	84.6%
Highly qualified teachers**	94.8%	N/A	92.5%	92.5%
Teachers with emergency or provisional certificates	6.5%		5.0%	4.4%
Teachers returning from previous year	89.1%	Up from 85.6%	89.1%	89.9%
Teacher attendance rate	94.2%	Down from 94.5%	94.7%	94.7%
Average teacher salary	\$36,439	Up 2.1%	\$39,451	\$40,566
Vacancies for more than nine weeks	1.5%	N/C	0.7%	0.3%
Prof. development days/teacher	14.2 days	Up from 11.3 days	11.5 days	12.0 days
District				
Superintendent's years at district	1.0	Up from 0.0	3.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.8 to 1	20.6 to 1	21.0 to 1
Prime instructional time	88.1%	Up from 86.4%	89.7%	89.5%
Dollars spent per pupil*	\$8,107	Up 4.2%	\$6,951	\$7,217
Percent of expenditures for teacher salaries*	47.5%	Down from 52.8%	54.6%	55.6%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Parents attending conferences	99.0%	No change	93.9%	97.3%
Number of schools	3	No change	8	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	No change	1.5%	4.3%
Average age in years of school facilities	42	Up from 37	25	26
Number of schools with SACS accreditation	1	No change	8	8
Average administrator salary	\$71,550		\$67,376	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	33.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

Dear Families and Citizens of Williston,

"Together Everyone Achieves More" for Barnwell School District #29 in Williston, S.C. Our commitment to teamwork was the driving force behind our improvement efforts this year. All three of our schools continue to make steady progress toward increasing the academic achievement of all of our students. Teachers have collaborated by grade level, school wide, and at the district level to articulate the curriculum, share best practices, and explore gaps in instruction. We have improved communication efforts district wide with emails, focused weekly planning meetings, an "open door" policy in the office of the Superintendent, Teacher Advisory Team input, community information and idea meetings of various groups, and student and teacher recognitions before the school board. All three schools reward students at quarterly assemblies for academics and character traits, and we support athletics by emphasizing school spirit in all we do.

Our upbeat atmosphere coupled with a spirit of teamwork focusing on creating an environment where students feel valued is a contributing factor to the positive results we are experiencing. Our SAT Team was State runner up. Our SAT scores increased 54 points from 2001-02. Our attendance has improved. Our seniors were awarded approximately \$638,100 in scholarship monies. Our W-E Blue Devil football team record was 10-2. Our W-E Baseball team earned the Region Championship. Mrs. Judy Martin, a Williston-Elko Middle School Teacher, became Nationally Board Certified. Kelly Edwards Elementary School received the Red Carpet Award.

A special thank you is extended to all our parents and community members for the support we have received over the years. Our students have more success when we all work together! Our strong, committed teachers, staff and administrators continue to search for effective strategies and new ideas to implement in order to move Williston School District to the next level.

If we can ever be of assistance to you or if you have questions, concerns, or suggestions, please feel free to come by the office or call. Our door is always open!

Your Superintendent,
Alexia C. Clamp